DOCUMENT RESUME

ED 417 374 CS 013 072


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TITLE Assessing and Correcting Reading and Writing Difficulties.
ISBN ISBN-0-205-27438-2
PUB DATE 1998-00-00
NOTE 587p.
AVAILABLE FROM Order Processing, Allyn and Bacon, P.O. Box 11071, Des Moines, IA 50336-1071; phone: 800-947-7700 ($64).
PUB TYPE Books (010) -- Guides - Classroom - Teacher (052)
EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Early Intervention; Elementary Secondary Education; Emergent Literacy; Informal Reading Inventories; *Low Achievement; *Reading Achievement; *Reading Difficulties; Reading Improvement; Reading Strategies; Student Evaluation; *Study Skills; Teaching Methods; *Vocabulary Development; Word Recognition; Writing Achievement; *Writing Difficulties; Writing Strategies



ABSTRACT

Although grounded in theory and research, this book is a practical text that specifies how to assess students and how to use assessment results to provide effective instruction for low achieving readers and writers. Forty sample lessons, described in step-by-step fashion, cover virtually every major skill or strategy. The emphasis is on teaching strategies that students can use independently for improving word recognition, vocabulary knowledge, comprehension, reading in the content areas, writing, and study skills. Chapters in the book are: (1) Introduction to Reading Difficulties; (2) Factors Involved in Reading and Writing Difficulties; (3) Overview of Assessment; (4) Placing Students: The Informal Reading Inventory and Related Measures; (5) Assessment of Reading and Writing Processes; (6) Assessment of Cognitive, School, and Home Factors; (7) Emergent Literacy and Early Intervention Programs; (8) Teaching High-Frequency Words; (9) Teaching Phonics; (10) Syllabic, Morphemic, and Contextual Analysis and Dictionary Strategies; (11) Building Vocabulary; (12) Building Comprehension; (13) Reading to Learn in the Content Areas; (14) Building Study Strategies; (15) Building Writing Strategies; (16) Severe Problem Cases, Students Acquiring English, and Older Students; (17) Materials, Voluntary Reading, and Technology; and (18) Organization of Early Intervention and Corrective Programs. Contains approximately 650 references. Appendixes present informal assessment measures; a 73-item list of high-interest, low-readability books; and a sample assessment report. (RS)



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